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Beyond the Museum's Object

–by William Keeth

I recently returned from an intensive month long program of Andean studies in Peru, one that was sponsored by the National Endowment for the Humanities and one that included on-site archaeological visits led by some of today's pioneering anthropologists. In short, I am tempted to sum up the experience as dense, rich, and intense; but, my selection of adjectives would edge uncomfortably too close to the formula for commercializing Betty Crocker cakes. When one writes about experiences like this, I suppose one has to settle upon one narrative thread, a common and coherent thread. One has to reconcile with the fact that his/her article may never be encompassing.

In my case, the narrative thread starts at a juncture near my last year of graduate school, when I first discovered Homi Bhabha. In particular, I am referring to this critic's argument which links a museum's arrangement of cultural objects with cultural relativism. According to Homi Bhabha, the indiscriminate placement of diverse cultural objects side-by-side in a museum helps generate a cultural relativistic reading of the objects. No one object itself is special; each bears the same cultural weight. All fall within the privileged discursive space of the museum—the overriding cultural warehouse.

Indeed, it is from this very privileged space and the discourse that surrounds the museum's object where I would like to begin to unite some of the memories from my recent trip. For if Homi Bhabha first opened my eyes to the culturally relativistic reality that frequently surrounds the museum object, my participation in the Andean World's Project has enabled me to experience first hand numerous and important cultural realities that surround the museum's object, many of which lie outside society's typical focus.

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Please, send news, announcements, and contributions to: ksanner@mansfield.edu

Earrings and Nosepiece –Señor de Sipán

Chinese Students Study at MU

–by Linda Rashidi

This semester we have four students from China enrolled in the English program: **Di Yang** and **Zhen Cai**, who come to MU through the newly-established 1-2-1 program; and **Erfu Chen** and **Shu Dong**, who are with us for the semester as part of our newly-established exchange program with Central China Normal University in Wuhan. As part of our inaugural 1-2-1 program, Di and Zhen will be with us for the next two years, before returning to China to complete their degrees. I asked Di and Zhen if they could tell us a little about themselves and their goals as English majors.

Zhen Cai is from Suzhou, Jiangsu, P.R. China. He began to learn English in the Third Grade, and thus has been studying English for 10 years. He is both modest and optimistic about his English skills, saying that it has been an adjustment understanding native speakers here at MU but that he is sure he will come to be fluent.

Zhen, like all the students in the 1-2-1 program, completed his first year of college in China. His experience there was a disap-

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The Chair's Corner

–by John Ulrich

John Ulrich

If you're a major in our department, from time to time you've received email messages from me encouraging you to submit a proposal to an upcoming undergraduate conference. I realize, though, that some of you may be uncertain about just what goes on at an undergraduate conference or why you should participate. So I'd like to take this opportunity to list some of the advantages of conference participation and to let you know what to expect if your proposal is accepted.

Benefits of Conference Participation:

- Presenting your work in a professional context
- Gaining feedback on your critical or creative work
- Exchanging ideas and exploring new ones on your subject
- Meeting new people and making new friends
- Spending quality time with your peers and professors outside of MU
- Hearing lectures and readings by well-known scholars
- Attending stimulating performances and workshops

What to Expect at an Undergraduate Conference:

- Follow the submission instructions carefully. Some conferences want to see abstracts or proposals; others prefer the completed paper. Your submission could be something you worked on for a class, or it could be something you wrote on your own. Many conferences welcome both critical and creative submissions. Allow several weeks for the conference organizers to make their decisions.
- If your paper is accepted, you will most likely find yourself on a panel with three or four other students.
- Panels are usually grouped around a particular topic, author, or issue, so there will likely be interesting connections between your paper and the others on your panel.
- Panels are usually concurrent; in other words, more than one panel is going on at the same time, in different rooms.
- Usually each panelist has about 15 or 20 minutes to present his or her work, and there is usually time allotted at the end (15-30 minutes) for questions, answers, and general discussion. The organizers will let you know in advance how much time you will have. The question and answer period is friendly and mutually supportive.
- Within the humanities, and in literary studies in particular, it is still the norm to read your paper to your audience. It's best to keep this in mind and tailor your paper for an oral presentation. Practice reading your paper alone or with friends, and be sure to make eye contact with the audience when you read. Make sure your presentation does not exceed the allotted time period.
- Visual aids (handouts, images, PowerPoint slides, etc.) are often part of the presentation as well, but they are not mandatory.
- In addition to presenting your own paper, you have the opportunity to attend other panels and participate in their discussions.
- Most conferences also include social events – luncheons, dinners, and receptions – as well as lectures, readings, performances, and workshops for everyone to attend.
- In most cases, our department will provide transportation and cover your conference and lodging fees.

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Beyond the Museum's Object

–by William Keeth

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In Peru, I saw first hand how a museum, as a culturally privileged space, becomes an axis of power, exerting pressure over the archaeologist, "his" site, and eventually the land and its people. More than being simply hewn from the Earth, treasured objects are removed, boxed, classified, and commercially valued. Near sites like Pachacamac and San José de Moro, whole communities with populations now in the thousands have come into existence as a consequence of an archaeological dig. Indeed, digs can take numerous years to complete. As a result, satisfying the anthropologists' needs and catering to curious tourists help businesses trickle into the area surrounding the archaeological dig.

Soon the economic trickle spurs commercial growth and a flood of other commercial and cultural phenomena. At sites like the Huaca Pucllana, the once-forgotten hairless dog, for example, becomes a prized mascot that is fed to the national imagination and protected by the government. Grave robbers, who leave archaeological mounds in conditions relative to Swiss cheese, slowly build higher-class homes and become active members in the new communities. More laudable archaeologists build fences, hire locals as body guards or dig foremen, and sleep on top of Moche graves to stave-off looting. While representing a real threat to anthropological study, the "huaquero" or grave robber's quick and cheap sell also jeopardizes the bigger cultural investment: the future in-situ museum, the multi-million dollar Sr. de Sipán complex sponsored and paid by foreign investment and tourism.

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Sigma Tau Delta

Sigma Tau Delta News

MU Xi, the Mansfield Chapter of the International English Honor Society plans many new activities for the 2008-2009 academic year. President Sara Moyer, vice-president Sarah Derrick, secretary Katie Kingsley and treasurer Emily Cole meet with members every other week to organize events and share ideas. The chapter also recently enrolled two new members: Emily R. Cole and Ashlee Frederick.

For information about the organization, contact one of the faculty advisors, Dr. Kristin Sanner (ksanner@mansfield.edu), Dr. Jimmy Guignard (jguignar@mansfield.edu), or Dr. John Ulrich (julrich@mansfield.edu).

An Amazing Opportunity

–by Kelly Doherty-Maggs

Teaching First-year Composition

Teaching is the amazing opportunity to forge relationships and foster growth in a dynamic grouping of students. The nature of teaching immerses people into the content—creating clarity out of broad concepts. The descent into teaching is to understand that not all is equal in the adaptations and analysis of the course material. To create effective writers, the instructor must compel the students to apply the knowledge of the lessons. In this way, teaching mandates the understanding and respect of the unique qualities of the individual students. In terms of worldly experiences and adaptations, teaching is the key. Although the beauty of traveling abroad is appealing and wondrous, through teaching, I am exposed to a diversity of culture and experiences right here on the campus of Mansfield University.

Each class is spectacular in the knowledge and experiences that it offers me through the writing that is produced. I am lucky enough to delve into the worldly experiences of the many diverse students sitting in my classroom. A full gamut of experiences and lifestyles emerges from the descriptive writings of the students. Amazingly, the experiences that they relay are far from my own; therefore, descending me into a culture of texting, instant messaging, and i-phones. But more than that, the writings often portray a love of life and experi-

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Chinese Students Study at MU

–by Linda Rashidi

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pointing one for him. He said: "Actually I was very disappointed when I went to the college [in China]. It was just like the breaking of a beautiful dream. Most of the classes were boring. The teachers lecture almost the same as in high school." He adds, however, that "the [Chinese] teachers are hard-working." **Zhen Cai** says that most people in China are dissatisfied with the education system, but that, for many reasons, it is hard to change. Zhen, however, did have one very positive experience at his home university: he was the host of an English program at the broadcasting station on campus. Truly something to be proud of!

Zhen tells a recent story of his experience with learning English: "I went to a short-term training class of IELTS; I found it overwhelming at the beginning but I kept moving and struggling. Ten days after the training, I went to take the test and got 7.5 and a 9 band score for reading, which is quite good. It kind of proved I am able to make it. The training school put my learning experience on the website and offered me some scholarship for the full score. I'm very happy and proud of it." Indeed, he should be.

After college, Zhen wants to go to graduate school—but not in English. He sees English as a fundamental tool toward a more specific career—he just doesn't know precisely what yet. One of his reasons for coming to MU is to help him assess his plans for the future. Zhen's philosophy on this is close to that of many American students: "I don't think it's a good thing to learn too specific a major too early." For Zhen, becoming proficient in English is his gateway to broader knowledge.

Di Yang is from the city of Nantong, also in Jiangsu province. She began to study English at the age of 11, eight years ago. After she passed the entrance exam to the university, Di decided to choose English as her major. There were several reasons for this choice: "1) I had always been good at English compared with my classmates from my elementary school; 2) I had always been interested in English and I like the spirit of America; and 3) It will be much easier for me to get a decent job in China where the competition is more and more fierce and people who can speak both English and Chinese are badly needed."

Di describes briefly what university life is like in China: "Once we pass the entrance examination to the universities, we need to choose our major according to our interest and scores. As soon as we get into the university, people choosing the same major are divided into several classes. One class has one monitor in charge of the whole matters in the class." Di goes on to describe how each class takes the same courses,

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Zhen Cai

Chinese Students Study at MU

–by Linda Rashidi

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spends most of the day (and night) with each other, and bonds as family over their four years: "The most interesting thing is that usually there are at least four people in a dormitory [room]. In my dormitory, there were six. Every day we went to the same classes and discussed some interesting problems late into the night. And we would also go out to eat together at a restaurant every week. In China, we usually think of classmates as brothers and sisters."

Di also emphasizes that tests are important in China: "One important incentive for students to do well in schools is the scores of a test." Another incentive is clearly being able to perform well in front of teachers and classmates. Di tells us her formative story in learning this lesson: "From the beginning of learning English, I was very good at doing English tests compared with my classmates. However, not until my second year of my senior high school did I find my weakness in pronunciation. It happened when I was in an English class. The teacher asked me to read a paragraph for her. As I began to read the first word of the paragraph, I heard someone laughing at me. I was very embarrassed because they thought my pronunciation sounded like Chinese. From that moment, I decided to practice my pronunciation. Then every day, I would get up half an hour earlier to practice with the tape. Later on, I found myself more and more crazy about reading English. I don't remember how long it took me to pronounce more native-like, maybe two weeks or two months. I could see the surprise from others' eyes when the teacher asked me to read a paragraph again one day. I was really happy as I not

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Q & A with Jamie

A graduate of MU's BSE program, **Jamie Sweitzer** just began her second semester of teaching at Mansfield High School. **Jimmy Guignard** caught up with her via email.

Jimmy Guignard: How has the experience of teaching treated you so far?

Jamie Sweitzer: Teaching seems to be one of the most challenging and rewarding careers. A teacher told me once that there will be days when you feel like you're on top of the world, and there will be days when you're fighting back tears. Now that I've taught for some time, I realize that that is really true. I think it's because it is a career that requires passion. To teach effectively, I believe you need to teach with a passion that is apparent to your students.

So, I've had them both: days when I feel like I'm float-

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An Amazing Opportunity

–by Kelly Doherty-Maggs

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ences that are only to be admired. Images of the concrete faces of true and adoring friends come to life. The struggles and accomplishments of individual families live in the recycled content of the essays. The heartaches and grief open up fresh wounds as the words rip through my own heart. I am descending into the universe of experiences as their history is recounted. It is exhilarating to mold the thoughts and deliver the words into the substance of the actual stars—my students.

I love my own four children. I revel in the various stages of development that being a mother immerses me into and often I am able to draw some parallels to my teaching experiences. I am an organized and nurturing parent with very high expectations. I also have high expectations for my students. I look at the world of writing almost like a developmental stage that I must nurture. The basic skill is typically present. The understanding of terms and concepts might need some nurturing. The tools to expose and develop a topic may need to be tweaked. A pattern of success is evident in the progression of each semester. Each class and each student has a world of his/her own to offer me in the writing that is produced.

With the administration relentlessly adapting programs to maintain success, diversity, and retention, it is evident that we must look into the university experience and see it through the eyes of the students. There is a wonderful array of life to explore and find in the stories that make up our students. The environmental background of the students varies from ones that lived in campers in the middle of the woods, with no running water or electricity, to students that have been provided all of the needed time and tools to succeed in whatever they might attempt. Some students have a lot of support at home, while others have none. For many, Mansfield University is the first post-high school experience for anyone in the family. It is thrilling to know that these students choose to be educated. It is rewarding to know that all of the effort, time, and care put into the classroom, really might make a true difference in the lives and careers of the students.

As a teacher, it is my job to understand these differences. It is the bi-polar world of academia that is nestled into a nice little package—my classroom. Often, I feel as though the students are writing in the right direction. Like a toddler, they point you in the general direction without clarifying what it is that they exactly mean. My job allows me to prod them to "use their words" to create the reaction that was intended. I help them narrow a broad topic and be as clear as possible in their writing. Like toddlers, each has a very unique personality. It is a welcome aspect of instructing to individualize the lessons to help the student define his or her own voice. Often, the result is an outstanding number of

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Beyond the Museum's Object

–by William Keeth

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If we look carefully enough at the museum object, we can see the reflection of the ambitious local Sicán tribesman rediscovering his almost forgotten language. We can hear him sporting it in his new job as a museum host who dresses in historically correct attire and lexicon. As we leave the museum's object and head towards the museum's store, we will soon find the product of the savvy artist's sleepless nights. Admirably, he has learned to imitate the delicate iconography and ceramic technique of his ancestors, while the bulk artist, whose products the street vendor sells outside the museum, has learned to imitate only the savvy artist. The latter, however, indiscriminately mixes Incan, Wari, and Shipibo symbols or substitutes more provocative masculine genitalia for a Chancay figurine's femininity. The former artist sells to the more literate or versed tourist, whereas the latter sells to the tourist baked more in popular culture and TV. This is the same tourist who recognized the peace sign and Acura hood ornament symbol on the museum's historically accurate mannequin. Should one, after the tour, rest a while at the hotel, one might also get to see the helicopters racing over virgin rain forest collecting footage of uncontacted, unpolluted, Amazonian tribesmen.

There are, undeniably, many cultural realities surrounding the museum's object, more than Homi Bhabha probably imagined. They are the ones that form as the archaeo-

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Incan Walls in Cuzco, Perú

New Temporary and Part-time Faculty

Marie Hannan-Mandel

Marie Hannan-Mandel*:* I was born in the US but raised in Ireland. At University College Cork I did my BA in History and Psychology and a gained a secondary teaching certificate, which I wasn't to use for twenty years. My MA is in International Relations from CUNY and I am ABD in Political Science from The CUNY Graduate Center. Having always been interested in writing, I took an academic turn when I did my MFA in Creative Writing at Stonecoast at the University of Southern Maine.

I have been a history and a politics lecturer; run an American business degree program in London and was a senior manager of a UK university (Middlesex). I have taught middle and high school social studies in Brooklyn and now am an adjunct instructor in English both at Mansfield and at Hartwick College. I also write fiction – both literary and popular (mystery) and am the editor of the New York chapter (which covers five states) of *The Noose*, the newsletter of Mystery Writers of America.

I returned to the US from London in 2000 and later married a Brooklyn Jew (as he terms himself). I have two children from my first marriage – ages 15 and 22. My fifteen year old, Zoe, attends LaGuardia High School for the Performing Arts (the *Fame* school) and is majoring in Art. My son is at Corning Community College doing as little work as possible (a life-long avocation). I moved from the city to Elmira Heights in 2005.

Kristi McAuliffe is filling in for Brad Holtman this year while he is on sabbatical. She is teaching first and second year German, conversational German, and German Landeskunde, a cultural history course. As well as teaching, she is also advising the German majors and the German Club. Kristi has taught at the University of Wisconsin—Whitewater and at Hardin-Simmons University in Texas. She is currently completing her PhD in German at Penn State.

Lilace Mellin Guignard: When not involved in the transcendent work of maintaining a household of four and growing vegetables where there used to be lawn, I write poetry, non-fiction of various modes, rock climb, knit, sing, change diapers, bike, and teach two sections of Composition I. Locally I'm involved with community food networks, the Obama campaign, St. James Episcopal Church activities, and the happening preschool scene. Once upon a time my research focus was gender and outdoor spaces (ie. outdoor/nature writing, environmental issues, outdoor recreation, and cultural geography). When I regain my focus—about the time my 19 month old daughter, Gloria, gets potty trained—I expect to regain my research as well.

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Comparing Cultures through Literature

–by Nicole Cristofaro

I attended the Crossroads Conference, a "Graduate Conference in Comparative Literature" held at the University of Massachusetts Amherst on the weekend of October 10-12. I presented a paper called "Remembering the Gulag through Varlam Shalamov's *Kolyma Tales*." It was a psychological paper that discussed the Soviet hard labor camps before and during World War II and the various forms of memory that the prisoners used to help them survive.

Nicole Cristofaro

Papers were given in both English and Spanish on the topics such as: how various literary genres overlap, how various historical periods overlap, how various disciplines overlap, how academics can result in social change, and how the rhetoric of war, memory, freedom, and silence intertwine. The presenters came from universities such as San Diego State University, SUNY Stoneybrook, and Yale.

The keynote speaker was Dr. Ammiel Alcalay, a professor of English and Comparative Literature at CUNY Queens. He discussed his process for translating Literature from Arabic into English. He also gave us advice on what he believes is the best way to study the Literature of another culture. He said that to fully appreciate and understand that literature, you must first learn the language and the culture. He encourages people who want to study the literature of another culture to go live in that culture so that you learn about it as if you were a child becoming an adult.

Overall, the conference was a great experience. I learned a lot from the other presenters and had fun discussing my paper with them.

New Temporary and Part-time Faculty

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I have an MA in literature and environment from the University of Nevada, Reno where I was prior to moving to Mansfield (with Jimmy and our son Gabriel). Before that I taught 10th grade English and environmental studies at the Outdoor Academy of the Southern Appalachians. Before that I was a raft guide and sold Christmas trees in the winter. Before that I received my MFA in creative writing from the University of California, Irvine. Before that, it's hard to remember.

Most recently I've had a poem appear in the journal *Ecotone: Reimagining Place*, and have two forthcoming in *Calyx*. My one and only truly lit. crit. essay has just come out from Rodopi Press in the collection *Inside Out: Women Negotiating, Subverting, and Appropriating Public and Private Space*. The essay is titled "Public Land and Private Fears: Reclaiming Outdoor Spaces in Gretchen Legler's *Sportswoman's Notebook*." I am really enjoying teaching again. Not just because I get to wear the big, dangly earrings that I can't around my daughter, but because the students here seem generally more pleasant than at other colleges and universities where I've taught.

Chinese Students Study at MU

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–by Linda Rashidi

only corrected my pronunciation, but also totally fell in love with English."

After graduating from the university, Di plans to be an interpreter, and after several years either an English teacher or an employee in a foreign company. Di sums up her love of English this way: "English will be my lifelong friend for the rest of my life. It will both provide me with the opportunity to get in touch with English-speaking countries to learn different cultures and different ways of thinking, and bring me the advantage to survive in the world."

Di and Zhen bring an energy and enthusiasm for learning and sharing to Mansfield University, and we in the English program are fortunate to have them with us for the next two years.

The Chair's Corner

–by John Ulrich

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For several years now, majors from our department have presented papers regularly at two undergraduate conferences: Susquehanna University's Undergraduate Literature and Creative Writing Conference (held every February at SU's campus in Selinsgrove), and the English Association of the Pennsylvania State Universities Undergraduate Conference (held every April at a different state system campus). Both conferences welcome the participation of Modern Languages majors as well as English majors. In addition, students who are members of Sigma Tau Delta, the International English Honors Society, are eligible to submit proposals to the society's annual regional and national conferences. If you're thinking about submitting to a conference, I recommend consulting with your course professor or faculty advisor before you submit. Our faculty members will be happy to help guide you through the process.

Q & A with Jamie Sweitzer

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ing down Main Street on the walk home and days where I can't shake off the pounding in my head that seems to resound in the deepest part of who I am.

JG: What has surprised you most about the profession of teaching?

JS: It surprised me how much it is a career and an identity, especially in a small town. Students see me everywhere, and they're very quick to recount every sighting. They often offer vivid details about what I was drinking in front of Night and Day, my friend's nose piercing, and how hard I was laughing. I was also shocked by the issues in education today. Hearing them and living them are two very different things. It's an extremely difficult time for educators, especially those who hope to actually educate. A colleague told me that it seems like the government is doing its best to see that we don't actually teach anything. Currently, we are bombarded with legislation that is counterproductive. While we are trying to meet the standards of No Child Left Behind, which seems to encourage social promotion rather than what its title intends to do, it is demanded of students to meet standards on tests that seem artificial at best. Meanwhile, there is a push for incorporating technology and standards and assessment anchors are running classrooms. Sometimes it seems impossible to keep up with the demands, but one thing I've learned this year is that regardless of the chaos, we're here to teach, and I am convinced that there is nothing more significant that someone could do.

JG: Describe a typical day of teaching at MHS.

JS: I thought this year I would be able to sleep in later and roll into school a little later as well. A fellow teacher just stopped by, and we both agreed that you're somehow always behind. Because of this, I'm usually here really early. In the morning, teachers are hovering around the copier, most toting an over-sized mug of coffee. All teachers teach six periods; some teach block classes and others 40-minute periods. We also teach an "I"-block class that is intended for PSSA prep and remediation.

One of the greatest things about teaching is that every day is so different. You really never know what's going to happen throughout one school day. You can't predict when a student will drop his/her essay down a heating vent, when you'll find a homemade label on your desk that says "hot stuff," or what hilarious stories one of your hundred or so students will have for you. And you have to laugh at every possible moment. It's not always appropriate to laugh during the incident, but afterwards you have to enjoy it.

At the end of the day, when we're all doing hall duty, you can see details of the day written on the expressions and in the motions of fellow teachers: shoulders down—nobody had their assignments completed, smiling ear to ear—someone did something mildly inappropriate, but you can't wait to share a laugh with someone else about it.

We all part ways, with bags filled with papers to grade and worksheets to create. This year, I don't stick around until late into

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An Amazing Opportunity

—by Kelly Doherty-Maggs

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unique papers that plunge me into the complex world of a Mansfield University student.

Perhaps the most fascinating is the ability to impact each student on a personal level. Now some might not acquire the love of literature and writing that I maintain, but most will leave the classroom with a new respect for the power of words in writing. It is unfortunate that many acquaintances ask, "Why do you do it?" and "Isn't composition mundane and boring?" It is actually quite the opposite. First-year Composition is the moment in time when the student can develop his or her voice. It is the place to gain the skills to write successfully. It is the place to be organized and diligent knowing that the skills learned will be necessary for success in the "real world." It is fun, but beyond that, it is a necessary foundation. First-year English Composition is an entirely new world to explore.

Faculty News

Dr. Bradley Holtman gave a presentation at the RECAP instructional technology conference at West Chester University in May. The topic was using PowerPoint and MS Word as interactive presentational tools in the classroom. Then, in June he presented a paper entitled "From Düsseldorf to Dallas: Dutch Writers in German and English" that looked at aspects of the reception of Dutch literature in translation on the German and American markets. The venue for this was the 14th Interdisciplinary Conference on Netherlandic Studies sponsored by the American Association for Netherlandic Studies (AANS), held at the University of North Carolina at Chapel Hill, June 5-7. At the business meeting of the AANS, he was honored to be named Treasurer of the organization.

Dr. Holtman also had a book review published in *Die Unterrichtspraxis/Teaching German* and has submitted another one for publication in the next issue. This year he is on sabbatical and working on an English translation of the Dutch novel *Het leven uit een dag* by the contemporary and prominent Dutch writer A.F.Th. van der Heijden.

Dr. Lynn Pifer's book review of *Emmett Till in the Literary Imagination* is forthcoming in *MELUS*: *Multi Ethnic Literature of the United States*. 33.3 (Fall 2008).

Dr. Linda Rashidi presented a paper entitled "Bilangue: Multilingualism in Morocco" at the 35th LACUS Forum at Laval University, Quebec, Canada, June 10-14, 2008. She was also re-elected to the Board of Directors of the International Lawrence Durrell Society for a three-year term.

Additionally, **Dr. Rashidi** is **Acting Director of Study Abroad** for this academic year. You will find her in the Study Abroad office, Belknap 110D, on Mondays and Wednesdays.

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Faculty News

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Dr. Kristin Sanner traveled to Newport, Rhode Island this summer to present her essay "The "real thing" or a Replica?: Art and the Reader in *What Maisie Knew"* at the International Henry James Conference. The essay considers the way James' attitude toward photography helped shape his concept of art. In October she and Dr. Shawndra Holderby, Associate Professor of History, took a group of eight students to the Pennsylvania Governor's Conference for Women in Pittsburgh.

Dr. John Ulrich presented his paper "Thomas Carlyle and the Function of Criticism at the Present Time" at the Carlyle Conference 2008, held in Dunfries, Scotland, September 4-7. The conference included excursions to Thomas Carlyle's birthplace in Ecclefechan and to his home known as Craigenputtock, located deep in the Scottish countryside, where he and his wife Jane Welsh Carlyle lived from 1828-1834, prior to moving to London. While visiting Craigenputtock, the conference delegates signed a declaration calling for the dwelling to be recognized and protected as a national and world heritage site.

Dr. Ed Washington was interviewed by Dennis Miller, MU Public Relations, for two MU podcasts related to Black History Month, February, 14-15, 2008. The two-part interview was entitled, "Black History Month: The Story of a Culture and a Man." **Dr. Washington** also had his article, "Errol Hill," noted African American Shakespearean Theater scholar, published in Oxford University Press's *African American National Biography.*

Q & A with Jamie Sweitzer

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the evening like I used to; luckily, I get a chance to go to soccer practice as the assistant coach, enjoy the sunlight, and cheer on a group of girls who work really hard. There was nothing more depressing than getting to school before the sun came up and leaving after it had already set, so I really like this new schedule.

JG: What texts/theories/ideas have you found most useful in your teaching?

JS: I enjoy reading the research of actual teachers. As crazy as that sounds, they seem to be enlightened about the realities of a classroom. Some good ones I use almost daily are *English Workshop Activities for Grades 6-12* (Mary Ledbetter), *Teaching Adolescent Writers* (Kelly Gallagher), *The English Teachers Companion* (Jim Burke), *Mechanically Inclined* (Jeff Anderson), and *50 Content Strategies for Reading* (I don't remember the author of this one). *Lives on the Boundary* was an awesome book to read early in my career, and it forced me to reconsider and redirect my attention in the areas of special education and cultural issues. Write Source stuff is also excellent. There are tons of excellent sources out there online. I love the ReadWriteThink page [on the NCTE website], and I'm always checking out teacher web pages for more ideas. One of the great things about teaching is that sharing is encouraged amongst colleagues, and with the internet every other teacher in the world feels like your colleague. Of course, I have been told that we as English teachers will most certainly burn in copyright hell for doing what appears to be merely resourceful thinking.

Theory cracks me up now because I see how wide the pitfalls of theory are and that in practice nothing is consistently effective. Each student is different; each class is different; each second of your day is different. I still research and read as much as I can, but this early in the game, I am trying to push myself to be realistic and do the best I can. Some days, your theory has to be I'm going to try not to make a complete joke out of myself.

JG: What has been your best experience in terms of reaching your students?

JS: Best experiences:

* Student walks out of class and complains to the guidance counselor that he isn't going to listen to someone who is his age. She tells him that I'm five years older than he. The next day he listens, but he's sure to share with everyone the personal detail about my age.

*Moving essays produced by students: one about being adopted and the abuse that he/she has survived, one about his/her need for structure and longing for a return to the STAR (Student Transition and Recovery) program, one comparing [alleged gang-related] threats at Canton to a modern metaphoric witch-hunt, one detailing a trip to Africa. All of these were from students who weren't always high achievers but proved that they are capable of producing some profound and moving writing.

*Every sincere thank you, I love you, and reassurance that what you do matters.

JG: What's the one thing you wish you had learned as a student at MU? What should we have taught you, but didn't?

JS: I don't really know that teaching can be taught. I feel that you need to jump in, head first, and do it. Throw your entire weight behind you and see what kind of an impact you can have. As far as MU, I wish that I had been forced to be thrown in much earlier. I wish that as a freshman I was required to get into a classroom and teach a lesson. I also wish that we had been given more background in school law, special education, Reading Assessment Anchors, and technology in the classroom. But I value my experiences at MU, and I am incredibly grateful for the experiences I had in the English department. I can't imagine earning my undergraduate degree anywhere else. We have a phenomenal department full of teachers who teach with the passion that I hope I too exude.

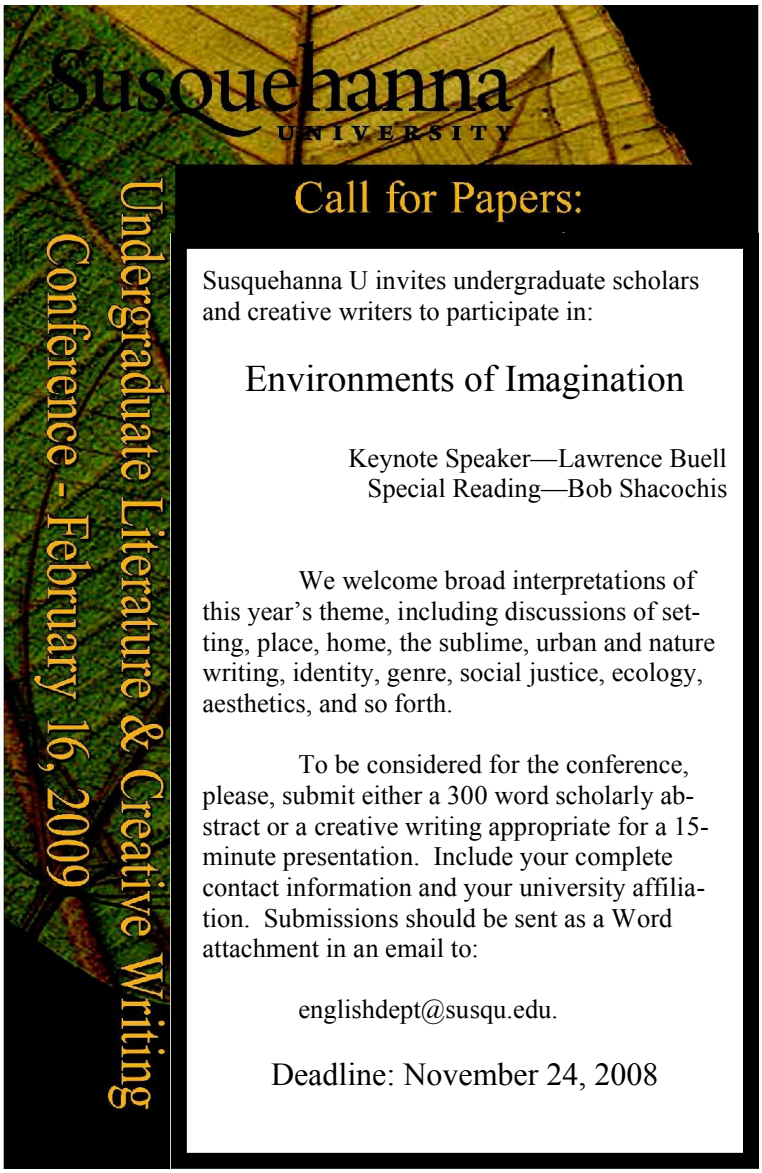
Alumni News

Douglas Owens, History/German BA 2005, has been studying at the Ruhr-Universität Bochum and will finish with an MA in European Culture and Economics. He outlined his experiences for Dr. Holtman, his former German professor.

After leaving Mansfield, I returned to New York to finish my studies at SUNY--Buffalo working towards a Master's in secondary education. However, over the course of the year, I felt that I needed more of a challenge. As a result, I started searching for a new Master's program and Germany beckoned me once again.

The challenges I found here in Germany have been many and at times overwhelming, but in the end I know I'll be all the better for it. The first thing encountered by anyone who has studied or worked in Germany is that one must confront bureaucrats who evenly dish out a less than jovial mood to everyone. Besides the red tape, there were also language issues. I was well prepared for small talk and everyday language, but I was awestruck when I attended my first ever economics lecture and I was bombarded with multi-syllabic words such as *Volkswirtschaftslehre* and *Betriebswirtschaftslehre* (economics and business administration). I didn't even know many of the economic buzzwords in English. Challenges in Germany also include the everyday things, i.e. getting into a fight with the occasional washing machine that eats coins, or trying to figure out when to use formal or informal address.

However, not all of the challenges are negative, and indeed in my opinion such things make us grow and realize who we are. I no longer flinch at having to write a 25 page paper, and after a 45 min. oral exam in European Culture and a plethora of presentations in German, I'm no longer afraid of babbling in a foreign language. My time in Germany has made me a much more resilient and adaptive person. I am currently moving on to my next challenge, which is a difficult and confusing undertaking for any adult, filing my (German) tax return.


Susquehanna
UNIVERSITY
Undergraduate Literature & Creative Writing
Conference - February 16, 2009
Call for Papers:
Susquehanna U invites undergraduate scholars and creative writers to participate in:
Environments of Imagination
Keynote Speaker—Lawrence Buell
Special Reading—Bob Shacochis
We welcome broad interpretations of this year's theme, including discussions of setting, place, home, the sublime, urban and nature writing, identity, genre, social justice, ecology, aesthetics, and so forth.
To be considered for the conference, please, submit either a 300 word scholarly abstract or a creative writing appropriate for a 15-minute presentation. Include your complete contact information and your university affiliation. Submissions should be sent as a Word attachment in an email to:
englishdept@susqu.edu.
Deadline: November 24, 2008

Beyond the Museum's Object

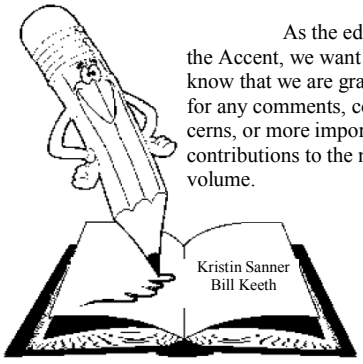
–by William Keeth

Hairless Dog- – Pachacamac

[Continued from page 5]

logical object is dug from the ground and deposited in the museum. All seem to be invisible; however, almost none are silent.

One last cultural reality, ironically almost always silent, remains to be perceived. This is the anthropologist's ideological framework. It underlies his/her interpretation of the museum artifact, the same one which helps determine whether the human sacrifice was the price an elite member of society paid for social membership or the price the community paid for elite protection. This is the same framework that helps decide whether rare species of animal bones found outside their natural environmental niche and within the archaeological dig represent magnificent lines of commercial trade, priceless religious fragments donated during a community ceremony, or simply a zoo. This is the same one that frames ancient Andean history and helps shape both our and Peru's perception of human nature, begging the question: what do we find beyond the museum's object?



As the editors of the Accent, we want you to know that we are grateful for any comments, concerns, or more importantly contributions to the next volume.